**EVALUATION STANDARDS AND PERFORMANCE CRITERIA
FOR EDUCATION ADMINISTRATORS**

The following performance evaluation standards and performance criteria are the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders that were adopted by the Education Professional Standards Board as part of the procedures for obtaining administrative certification in Kentucky.

Review the following standard titles and descriptions of each:

ISLLC Evaluation Standards for Education Administrators
1. <u>Vision</u>
A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**
2. <u>School Culture and Learning</u>
A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**
3. <u>Management</u>
A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**
4. <u>Collaboration</u>
A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**
5. <u>Integrity, Fairness, Ethics</u>
A school administrator is an educational leader who promotes the success of all students by acting **with integrity, fairness, and in an ethical manner.**
6. <u>Political, Economic, Legal</u>
A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

Evaluation Standards and Performance Criteria
for Education Administrators
(All performance criteria may not apply to all administrative positions.)

Standard 1: Vision

A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

Performances – The administrator facilitates processes and engages in activities ensuring that:

1.1   the vision and mission of the school are effectively communicated to staff, parents, students, and community
1.2   the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
1.3   the core beliefs of the school vision are modeled for all stakeholders
1.4   the vision is developed with and among stakeholders
1.5   the contributions of school community members to the realization of the vision are recognized and celebrated
1.6   progress toward the vision and mission is communicated to all stakeholders
1.7   the school community is involved in school improvement efforts
1.8   the vision shapes the educational programs, plans, and actions
1.9   an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
1.10   assessment data related to student learning are used to develop the school vision and goals
1.11   relevant demographic data pertaining to students and their families are used in developing the school mission and goals
1.12   barriers to achieving the vision are identified, clarified, and addressed
1.13   needed resources are sought and obtained to support the implementation of the school mission and goals
1.14   existing resources are used in support of the school vision and goals
1.15   the vision, mission and implementation plans are regularly monitored, evaluated and revised

Standard 2: School Culture and Learning

A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

Performances – The administrator facilitates process and engages in activities ensuring that:

2.1   all individuals are treated with fairness, dignity, and respect
2.2   professional development promotes a focus on student learning consistent with the school vision and goals
2.3   students and staff feel valued and important
2.4   the responsibilities and contributions of each individual are acknowledged
2.5   barriers to student learning are identified, clarified, and addressed
2.6   diversity is considered in developing learning experiences
2.7   life long learning is encouraged and modeled
2.8   there is a culture of high expectations for self, student, and staff performance
2.9   technologies are used in teaching and learning
2.10   student and staff accomplishments are recognized and celebrated
2.11   multiple opportunities to learn are available to all students
2.12   the school is organized and aligned for success
2.13   curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
2.14   curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
2.15   the school culture and climate are assessed on a regular basis
2.16   A variety of sources of information is used to make decisions
2.17   student leaning is assessed using a variety of techniques
2.18   multiple sources of information regarding performance are used by staff and students
2.19   A variety of supervisory and evaluation models is employed
2.20   pupil personnel programs are developed to meet the needs of students and their families

Standard 3: Management

A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment**

Performances – The administrator facilitates processes and engages in activities ensuring that

3.1	knowledge of learning, teaching, and student development is used to inform management decisions
3.2	operational procedures are designed and managed to maximize opportunities for successful learning
3.3	emerging trends are recognized, studied, and applied as appropriate
3.4	operational plans and procedures to achieve the vision and goals of the school are in place
3.5	collective bargaining and other contractual agreements related to the school are effectively managed
3.6	the school plant, equipment, and support systems operate safely, efficiently, and effectively
3.7	time is managed to maximize attainment of organizational goals
3.8	potential problems and opportunities are identified
3.9	problems are confronted and resolved in a timely manner
3.10	financial, human, and material resources are aligned to the goals of schools
3.11	the school acts entrepreneurially to support continuous improvement
3.12	organizational systems are regularly monitored and modified as needed
3.13	stakeholders are involved in decisions affecting schools
3.14	responsibility is shared to maximize ownership and accountability
3.15	effective problem-framing and problem-solving skills are used
3.16	effective conflict resolution skills are used
3.17	effective group-process and consensus-building skills are used
3.18	effective communication skills are used
3.19	there is effective use of technology to manage school operations
3.20	fiscal resources of the school are managed responsibly, efficiently, and effectively
3.21	A safe, clean, and aesthetically pleasing school environment is created and maintained
3.22	human resource functions support the attainment of school goals
3.23	confidentiality and privacy of school records are maintained

Standard 4: Collaboration

A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources**.

Performances – The administrator facilitates processes and engages in activities ensuring that:

4.1	high visibility, active involvement, and communication with the larger community is a priority
4.2	relationships with community leaders are identified and nurtured
4.3	information about family and community concerns, expectations, and needs is used regularly
4.4	there is outreach to different business, religious, political, and service agencies and organizations
4.5	credence is given to individuals and groups whose values and opinions may conflict
4.6	the school and community serve one another as resources
4.7	available community resources are secured to help the school solve problems and achieve goals
4.8	partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
4.9	community youth family services are integrated with school programs
4.10	community stakeholders are treated equitably
4.11	diversity is recognized and valued
4.12	effective media relations are developed and maintained
4.13	A comprehensive program of community relations is established
4.14	public resources and funds are used appropriately and wisely
4.15	community collaboration is modeled for staff
4.16	opportunities for staff to develop collaborative skills are provided

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Standard 5: Integrity, Fairness, Ethics

A school administrator is an educational leader who promotes the success of all students by acting **with integrity, fairness, and in an ethical manner**

Performances – The administrator facilitates process and engages in activities ensuing that**:**

5.1	examines personal and professional values
5.2	demonstrates a personal and professional code of ethics
5.3	demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
5.4	serves as a role model
5.5	accepts responsibility for school operations
5.6	considers the impact of one's administrative practices on others
5.7	uses the influence of the office to enhance the educational program rather than for personal gain
5.8	treats people fairly, equitably, and with dignity and respect
5.9	protects the rights and confidentiality of students and staff
5.10	demonstrates appreciation for and sensitivity to the diversity in the school community
5.11	recognized and respects the legitimate authority of others
5.12	examines and considers the prevailing values of the diverse school community
5.13	expects that others in the school community will demonstrate integrity and exercise ethical behavior
5.14	opens the school to public scrutiny
5.15	fulfills legal and contractual obligations
5.16	applies laws and procedures fairly, wisely, and considerately

Standard 6: Political, Economic, Legal

A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

Performances – The administrator facilitates process and engages in activities ensuring that:

6.1	the environment in which schools operate is influenced on behalf of students and their families
6.2	communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
6.3	there is ongoing dialogue with representatives of diverse community groups
6.4	the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
6.5	public policy is shaped to provide quality education for students
6.6	lines of communication are developed with decision makers outside the school community

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SUMMATIVE CONFERENCING FORM
Education Administrators
ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUALP ROFESSIONAL GROWTH PLAN
SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the administrator's professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.)

Evaluatee/Observee _____ **Position** _____

Evaluator/Observer _____ **Position** _____

Date of Conference (Analyses) _____ **School/Work Site** _____

Standards/Performance Criteria *The education administrator facilitates processes and engages in activities ensuring that:*	Performance/Product/Portfolio Ratings (*More than one (1) rating can be checked)			Professional Growth Activities Discussed
1: Vision	Meets	Growth Needed	Does Not Meet	
1.1 the vision and mission of the school are effectively communicated to staff, parents, students, and community				
1.2 the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities				
1.3 the core beliefs of the school vision are modeled for all stakeholders				
1.4 the vision is developed with and among stakeholders				
1.5 the contributions of school community members to the realization of the vision are recognized and celebrated				
1.6 progress toward the vision and mission is communicated to all stakeholders				
1.7 the school community is involved in school improvement efforts				
1.8 the vision shapes the educational programs, plans, and actions				
1.9 provides opportunities that encourage collaboration among others in the use of resources				
1.10 assessment data related to student learning isused to develop the school vision and goals				
1.11 relevant demographic data pertaining to students and their families are used in developing the school mission and goals				
1.12 barriers to achieving the vision are identified, clarified, and addressed				
1.13 needed resources are sought and obtained to support the implementation of the school mission and goals				
1.14 existing resources are used in support of the school vision and goals				
1.15 the vision and implementation plans are regularly monitored, evaluated, and revised				
Overall rating for Summative Evaluation Form				

SUMMATIVE CONFERENCING FORM
Education Administrators

2: School Culture and Learning - *The education administrator facilitates processes and engages in activities ensuring that:*	Meets	Growth Needed	Does Not Meet	Discussed
2.1 all individuals are treated with fairness, dignity, and respect				
2.2 Professional development promotes a focus on student leaning consistent with the school vision and goals				
2.3 Students and staff feel valued and important				
2.4 the responsibilities and contributions of each individual are acknowledged				
2.5 barriers to student learning are identified, clarified and addressed				
2.6 diversity is considered in developing learning experiences				
2.7 life long learning is encouraged and modeled				
2.8 there is a culture of high expectations for self, student, and staff performance				
2.9 technologies are used in teaching and learning				
3.6 student and staff accomplishments are recognized and celebrated				
3.7 multiple opportunities to learn are available to all students				
2.12 the school is organized and aligned for success				
2.13 curriculum, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined				
3.6 curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies				
3.7 the school culture and climate are assessed on a regular basis				
3.8 a variety of sources in information is used to make decisions				
3.9 student learning is assessed using a variety of techniques				
3.6 multiple sources of information regarding performance are used by staff and students				
3.7 a variety of supervisory and evaluation models is employed				
2.20 pupil personnel programs are developed to meet the needs of students and their families				
Overall rating for Summative Evaluation Form				

3: Management - *The education administrator facilitates processes and engages in activities ensuring that:*	Meets	Growth Needed	Does Not Meet	Discussed
3.1 knowledge of learning, teaching, and student development is used to inform management decisions				
3.2 operational procedures are designed and managed to maximize opportunities for successful learning				
3.3 emerging trends are recognized, studied, and applied as appropriate				
3.4 operational plans and procedures to achieve the vision and goals of the school are in place				
3.5 collective bargaining and other contractual agreements related to the school are effectively managed				

: **3: Management** (Con't)	Meets	Growth Needed	Does Not Meet	Discussed
3.6 the school plant, equipment, and support systems operate safely, efficiently, and effectively				
3.7 time is managed to maximize attainment of organizational goals				
3.8 potential problems and opportunities are identified				
3.9 problems are confronted and resolved in a timely manner.				
3.10 financial, human, and material resources are aligned to the goals of schools				
3.11 the school acts entrepreneurally to support continuous improvement				
3.12 organizational systems are regularly monitored and modified as needed				
3.13 stakeholders are involved in decisions affecting schools				
3.14 responsibility is shared to maximize ownership and accountability				
3.15 effective Problem-framing and problem-solving skills are used				
3.16 effective conflict resolution skills are used				
3.17 effective group-process and consensus-building skills are used				
3.18 effective communication skills are used				
3.19 there is effective use of technology to manage school operations				
3.20 fiscal resources of the school are managed responsibly, efficiently, and effectively				
3.21 a safe, clean, and aesthetically pleasing school environment is created and maintained				
3.22 human resource functions support the attainment of school goals				
3.23 confidentiality and privacy of school records are maintained				
Overall rating for Summative Evaluation Form				

4: Collaboration - *The education administrator facilitates processes and engages in activities ensuring that:*	Meets	Growth Needed	Does Not Meet	Discussed
4.1 high visibility, active involvement, and communication with the larger community is a priority				
4.2 relationships with community leaders are identified and nurtured				
4.3 information about family and community concerns, expectations, and needs is used regularly				
4.4 there is outreach to different business, religious, political, and service agencies and organizations				
4.5 credence is given to individuals and groups whose values and opinions may conflict				
4.6 the school and community serve one another as resources				
4.7 available community resources are secured to help the school solve problems and achieve goals				
4.8 partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals				

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SUMMATIVE CONFERENCING FORM
Education Administrators

4: Collaboration - *The education administrator facilitates processes and engages in activities ensuring that:*	Meets	Growth Needed	Does Not Meet	Discussed
4.1 community stakeholders are treated equitably				
4.2 diversity is recognized and valued				
4.3 effective media relations are developed and maintained				
4.4 a comprehensive program of community relations is established				
4.5 public resources and funds are used appropriately and wisely				
4.6 community collaboration is modeled for staff				
4.7 opportunities for staff to develop collaborative skills are provided				
Overall rating for Summative Evaluation Form				

5: Integrity, Fairness, Ethics - *The education administrator facilitates processes and engages in activities ensuring that:*	Meets	Growth Needed	Does Not Meet	Discussed
5.1 examines personal and professional values				
5.2 demonstrates a personal and professional code of ethics				
5.3 demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance				
5.4 serves as a role model				
5.5 accepts responsibility for school operations				
5.6 considers the impact of one's administrative practices on others				
5.7 uses the influence of the office to enhance the educational program rather than for personal gain				
5.8 treats people fairly, equitably, and with dignity and respect				
5.9 protects the rights and confidentiality of students and staff				
5.10 demonstrates appreciation for the sensitivity to the diversity in the school community				
5.11 recognized and respects the legitimate authority of others				
5.12 examines and considers the prevailing values of the diverse school community				
5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior				
5.14 opens the school to public scrutiny				
5.15 fulfills legal and contractual obligations				
5.16 applies laws and procedures fairly, wisely, and considerately				
Overall rating for Summative Evaluation Form				

6: Political, Economic, Legal - *The education administrator facilitates processes and engages in activities ensuring that:*	Meets	Growth Needed	Does Not Meet	Discussed
6.1 the environment in which schools operate is influenced on behalf of students and their families				
6.2 communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate				
6.3 there is ongoing dialogue with representatives of diverse community groups				

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SUMMATIVE CONFERENCING FORM
Education Administrators

:	Meets	Growth Needed	Does Not Meet	Discussed
6.1 the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities				
6.2 public policy is shaped to provide equality education for students				
6.3 lines of communication are developed with decision makers outside the school community				
Overall rating for Summative Evaluation Form				

*This column provides for one or more rating. For example, an evaluatee might simply *"meet"* the performance criteria and that cell alone would be checked.   Also, an evaluatee could *"meet"* the performance criteria yet *"need growth"* in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could *"not meet"* the performance criteria and *"need growth"*. If the *"does not meet"* cell is checked, the cell *"growth needed"* must be checked.

SUMMATIVE EVALUATION FOR ADMINISTRATORS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Evaluatee _____ **Position** _____

Evaluator _____ **Position** _____

School/Work Site _____

Date(s) of Observation(s)   1st_____   2nd _____   3rd_____   4th_____

Date(s) of Conference(s)   1st_____   2nd _____   3rd_____   4th_____

<u>**Ratings:**</u>

Administrator Standards:	Meets	*Does Not Meet
1. **Vision**	_____	_____
2. **School Culture and Learning**	_____	_____
3. **Management**	_____	_____
4. **Collaboration**	_____	_____
5. **Integrity, Fairness, Ethics**	_____	_____
6. **Political, Economic, Legal**	_____	_____
Overall Rating	_____	_____

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. _____   2. _____   3. _____   4. _____   5. _____   6. _____

Evaluatee's Comments:
_____
_____
_____
_____

Evaluator's Comments:
_____
_____
_____
_____

To be signed after all information above has been completed and discussed:

Evaluatee: __ Agree with this summative evaluation
             __ Disagree with this summative evaluation   _____   _____
                                                           Signature   Date

Evaluator: _____   _____
                                                           Signature   Date

Opportunities for appeal processes at both the local and state levels are a part of_____

_____ district's evaluation plan.
===
Employment Recommendation to Central Office:

_____   Meets administrator standards for re-employment

_____   Does not meet administrator standards for re-employment

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

*Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

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